



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
2007**

**Grade 6
Reading**

Reading

We knew the fish was fresh because we bought it from the fisherman on the boat.

- ❶ Which sentence uses the word fresh as it is used in the box?
- A. The fruit that was delivered today was fresh.
 - B. The child made a fresh remark to the adult and was punished.
 - C. The water on the island was fresh, not salty.
 - D. The runner traded places in the relay with a fresh runner.

- ❷ A synonym for the word example is
- A. excuse.
 - B. model.
 - C. exchange.
 - D. document.

Read this article about maps and mapmaking. Then answer the questions that follow.

MAP IT

Beth A. Clark

Two hundred years ago, maps were rare and expensive. Today, we are surrounded by maps—in newspapers, on computers, on television’s weather channel, in shopping malls, zoos, and campgrounds. Maps may be the most helpful documents ever created by humans!

We use maps to measure distances and plan trips. Captains and pilots use maps to navigate ships and planes. City planners use them to decide where to put buildings and roads. Maps help us understand the world’s geography, ocean currents, rainfall, and human populations. Maps reveal the structure below the earth’s surface and help geologists find natural resources like oil. Today, almost all original maps are made from photographs taken high above the earth, so we have maps of our whole planet, from the highest mountains to the ocean bed. Maps are the blueprints of our world.

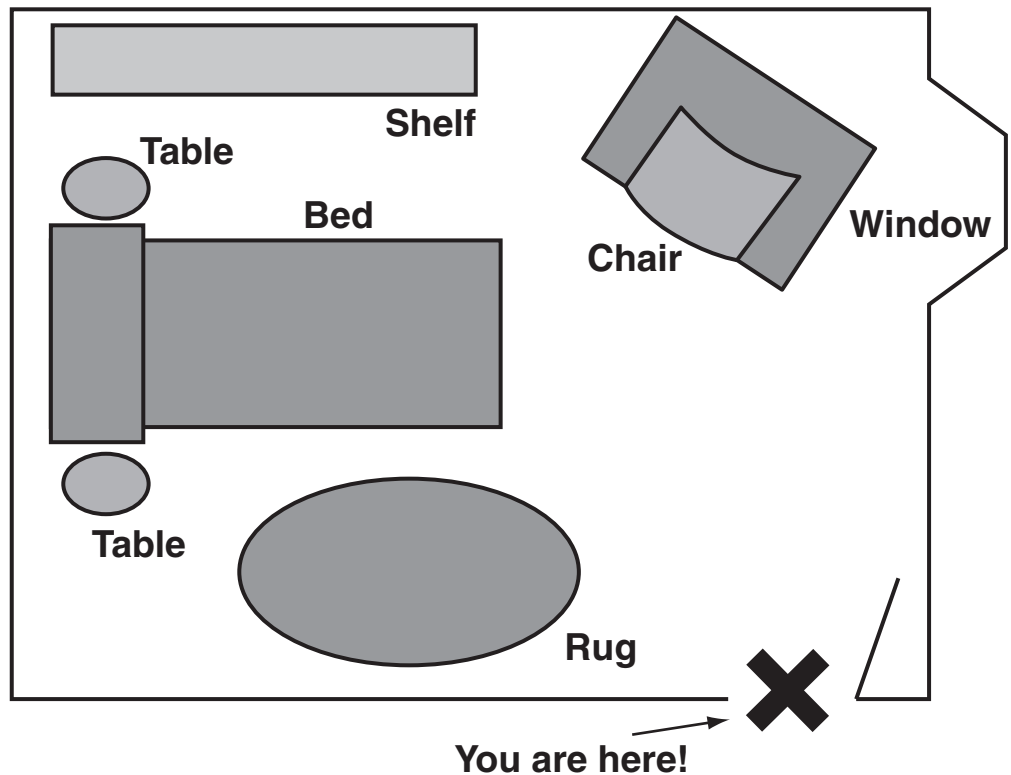
3 The first known maps were carved on cave walls in Europe. Over 4,300 years ago, the Babylonians carved maps on clay tiles, and the Chinese drew maps on silk. Early explorers mapped their journeys on cloth and paper. Most maps today are paper, but some cars have computer maps.

4 When you look at a map, you must pretend you are above the area looking down. A map gives you a bird’s-eye view.

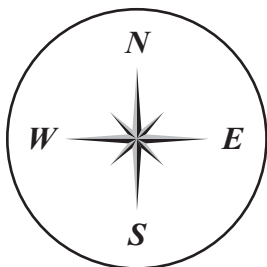
Where Are You?

To make a map, first decide where you are on the map. Below is a map of a bedroom. Pretend you are standing at the door. If you walk through the door at the bottom of the map, you can tell where everything in the room is located. The window is on the right near the top of the map. The rug is on your left near the entrance to the room. The bed is against the left wall. Even though you don’t know how large the bedroom is, you can tell that the bed is farther from the door than the rug is, and that you have to turn left to reach the bed.

Like the map below, your map will have a top, bottom, left side, and right side. Printed maps use the compass directions North, South, West, and East instead.



Most maps are made with North at the top. To find North, look at the map's *compass rose*. It looks something like this:



The name “rose” refers to early compass directions, which had 32 points instead of four. All those points made them look like a flower.

Way To Go!

Explorers and mapmakers, also called *cartographers* (kar-TOG-ruh-furz), had to show distance accurately so that map *users* could find their way alone. They took compass readings and figured out mileage from point to point. However, if you make a map only for yourself or friends, don't worry about exact measurements. For fun, you could count your steps between *landmarks* and note them on your map, but to begin, concentrate on the direction you must go to get from one point to another.

Landmarks to Guide You

Maps use landmarks to mark the distance or direction from place to place. Your bus driver uses landmarks to get you to and from school. You probably use landmarks, too. They can be man-made, like buildings, or natural, like rivers. Sometimes, a tree makes a good landmark.

A mapmaker uses lines, colors, shapes, and *symbols* (SIMM-bulz) to stand for landmarks. Map symbols are pictures that stand for real landmarks. The mapmaker uses a map *key* to explain the symbols. The key is sometimes called a *legend*.

Mapmakers and explorers named many mountains, rivers, and cities. On your map, name a hill, tree, or rock after yourself, or make up any name you want. It's *your* map and can become part of your history, too.

Now you're ready to make maps of your bedroom, your whole house, or your school. Map a campground, a favorite trail, the way to a friend's house, or a mountain bike course. As a game, map the way to a hidden treasure.

Use your imagination!

- 14** Make maps on plain or graph paper, cardboard, or grocery bags. (Crinkle the paper to make it look old.)

Make maps on a light-colored bandanna, handkerchief, old t-shirt, or scrap of material.

Get permission to make maps on the sidewalk with washable chalk or watercolors. You can even make maps the way some Native Americans did to help Lewis and Clark—in the dirt using only natural objects from nature. Have fun!

- 3 Today's maps are different from those of the past because they are more
- A. beautiful.
 - B. costly.
 - C. lasting.
 - D. common.

- 4 What is the **main** idea of paragraph 3?
- A. Mapmaking began in Europe.
 - B. People used maps to tell stories.
 - C. Making a map was very difficult.
 - D. Maps have existed for a very long time.

- 5 In paragraph 4, a bird's-eye view means you are looking
- A. down upon the area.
 - B. rapidly across the area.
 - C. from a great distance from the area.
 - D. out from the center of the area.

- 6 How is today's *compass rose* similar to earlier ones?
- A. Both have only four compass points.
 - B. Both look like a rose.
 - C. Both show compass directions.
 - D. Both explain symbols.

- 7 Using information from the article, explain how people use maps to get from one place to another.

8 In paragraph 14, the word crinkle means

- A. cut.
- B. spray.
- C. discolor.
- D. wrinkle.

9 Which of the following is a landmark that can be used on a map?

- A. a bike rider
- B. a dog
- C. a lake
- D. a school bus

10 Another good title for this article is

- A. "Maps of Clay."
- B. "Finding the Way."
- C. "The Compass Rose."
- D. "Drawing My Room."

11 The **main** purpose of this article is to

- A. explain the compass rose.
- B. inform readers about travel.
- C. inform readers about mapmaking.
- D. explain some careers in mapmaking.

12 After reading this article, tell what information you would include on a map of your school. Use details from the article to explain your answer.

Acknowledgments

The New Hampshire, Vermont, and Rhode Island Departments of Education wish to acknowledge and credit the following authors and publishers for use of their work in the reading portion of the *New England Common Assessment Program*—2007.

“Map It” (pp. 2–3) by Beth A. Clark as it appeared in *Wild Outdoor World*, September 2002. Copyright © 2002 by Beth A. Clark. Published by Joy Publications, LLC.

Grade 6 Reading Released Item Information

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12
Content Strand ¹	WV	WV	II	II	WV	II	II	WV	II	IA	IA	IA
GLE Code	5-3	5-3	5-7	5-7	5-3	5-7	5-7	5-2	5-7	5-8	5-8	5-8
Depth of Knowledge Code	2	1	2	2	2	1	3	2	2	2	2	3
Item Type ²	MC	MC	MC	MC	MC	MC	CR	MC	MC	MC	MC	CR
Answer Key	A	B	D	D	A	C		D	C	B	C	
Total Possible Points	1	1	1	1	1	1	4	1	1	1	1	4

¹Content Strand: WV = Word ID/Vocabulary, LI = Literary/Initial Understanding, LA = Literary/Analysis & Interpretation,
II = Informational/Initial Understanding, IA = Informational/Analysis & Interpretation

²Item Type: MC = Multiple Choice, CR = Constructed Response



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
Support Materials
2007**

**Grade 6
Reading**

**NECAP 2007 RELEASED ITEMS
GRADE 6 READING**

5.3.2 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary

We knew the fish was fresh because we bought it from the fisherman on the boat.

- 1 Which sentence uses the word fresh as it is used in the box?
- A. The fruit that was delivered today was fresh.
 - B. The child made a fresh remark to the adult and was punished.
 - C. The water on the island was fresh, not salty.
 - D. The runner traded places in the relay with a fresh runner.

5.3.1 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by identifying synonyms, antonyms, homonyms/homophones, or shades of meaning

- 2 A synonym for the word example is
- A. excuse.
 - B. model.
 - C. exchange.
 - D. document.

MAP IT

Informational Text

5.7.2 Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions related to main/central ideas or key details

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MAP IT Informational Text

5.3.2 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary

- 5 In paragraph 4, a bird's-eye view means you are looking
- A. down upon the area.
 - B. rapidly across the area.
 - C. from a great distance from the area.
 - D. out from the center of the area.

5.7.2 Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions related to main/central ideas or key details

- 6 How is today's *compass rose* similar to earlier ones?
- A. Both have only four compass points.
 - B. Both look like a rose.
 - C. Both show compass directions.
 - D. Both explain symbols.

MAP IT

Informational Text

5.7.3 Demonstrate initial understanding of informational texts (expository and practical texts) by organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)

- 7** Using information from the article, explain how people use maps to get from one place to another.

Scoring Guide:

Score	Description
4	Response includes a thorough explanation of how people use maps to get from one place to another. Response includes information from the article.
3	Response includes an explanation of how people use maps to get from one place to another. Response includes some information from the article.
2	Response includes a partial explanation of how people use maps to get from one place to another. Response uses limited information from the article.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

The response may describe how maps are used (for example, by captains and pilots) or describe the process of using a map to get from one place to another. A thorough response will explain how a map is **used**.

Elements that may be mentioned include the compass rose, the key, symbols for landmarks, etc.

7

In order to get from one place to another people use maps. When you use a map, you use it to find many things. You use a compass rose on a map to find direction. North, East, South, and West are the most commonly used directions. Directions are important to people when they are trying to get from one place to another because they show you which way to go. You look at a map with a birds eye view. When you look down on a map, you can predict how far away you are from your destination. Maps help you find places you need to find and have very helpful uses.

Response includes a thorough explanation of how people use maps to get from one place to another.
Response includes information from the article.

SCORE POINT 3

7

People go place to place by using a compass rose and directions from the map. Captains and pilots use maps to navigate ships and planes. People use maps to plan trips or go to a house or a restaurant. Maps tell people where to and turn. Maps use landmarks to tell where things are. We use maps to measure distance from where we are, between the point we go to. Maps help us to get to a certain place. Maps show us where we are and where we have to go in a state or continent.

Response includes an explanation of how people use maps to get from one place to another. Response includes some information from the article.

NECAP 2007 RELEASED ITEMS
GRADE 6 READING

SCORE POINT 2

7

People use maps to get from one place to another by looking at the map, finding the key and legend to find any marks to see if they can find their destination. This is how people get from one place to another by using maps.

Response includes a partial explanation of how people use maps to get from one place to another.
Response uses limited information from the article.

NECAP 2007 RELEASED ITEMS
GRADE 6 READING

SCORE POINT 1

7

They look at where they are
are on ~~where~~^{when} then they go the direction
it tells them to go.

Response is vague or minimal.

SCORE POINT 0

7

People use maps by putting them
in there glove compartments of there
car in there purses people can bring
maps to get anywhere!

Response is totally incorrect or irrelevant.

MAP IT

Informational Text

5.2.1 Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)

8 In paragraph 14, the word crinkle means

- A. cut.
- B. spray.
- C. discolor.
- D. wrinkle.

5.7.2 Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions related to main/central ideas or key details

9 Which of the following is a landmark that can be used on a map?

- A. a bike rider
- B. a dog
- C. a lake
- D. a school bus

MAP IT

Informational Text

5.8.2 Analyze and interpret informational text, citing evidence as appropriate by synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)

10 Another good title for this article is

- A. “Maps of Clay.”
- B. “Finding the Way.”
- C. “The Compass Rose.”
- D. “Drawing My Room.”

5.8.3 Analyze and interpret informational text, citing evidence as appropriate by drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant

11 The **main** purpose of this article is to

- A. explain the compass rose.
- B. inform readers about travel.
- C. inform readers about mapmaking.
- D. explain some careers in mapmaking.

MAP IT

Informational Text

5.8.2 Analyze and interpret informational text, citing evidence as appropriate by synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)

- 12 After reading this article, tell what information you would include on a map of your school. Use details from the article to explain your answer.

**NECAP 2007 RELEASED ITEMS
GRADE 6 READING**

Scoring Guide:

Score	Description
4	Response includes a thorough explanation of the information the student would include on a map of his/her school. Response includes information from the article.
3	Response includes an explanation of the information the student would include on a map of his/her school. Response includes some information from the article.
2	Response includes a partial explanation of the information the student would include on a map of his/her school. Response uses limited information from the article.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

The information the student would include on a map of his/her school:

- Distance from one landmark to another; distance might be indicated by distance (feet, yards, steps, miles, meters) or time needed to move from one point to another.
- Symbols such as lines, colors, and shapes for the landmarks should be identified in the key.
- The directions should be indicated on the map, perhaps with a compass rose, marking north, south, east, west.
- A key or legend would interpret the symbols and colors used.

Note: Answers may vary.

12

A map of my school would start out with a compass rose to show where the rooms according to North, South, East and West. It would from a birds-eye view. I would show where every room was and I would label each one neatly. I would use landmarks to show where rooms are compared to other rooms and to mark the distance or direction from place to place. I would make my map on graph paper to make it easier for the reader to see the distance between every room. I might count my steps between each classroom to see what distance exactly they are apart so I could mark that on my map. To finish it all off I would put a key or legend on the map so the reader would know what all the symbols on my map meant.

Response includes a thorough explanation of the information the student would include on a map of his/her school. Response includes information from the article.

NECAP 2007 RELEASED ITEMS
GRADE 6 READING

SCORE POINT 3

12

If I made a map of my school, I would draw the whole school, including the janitors' closets. I would draw the school many times smaller on my map, but everything would be to scale. I think it is important to make maps to scale because it is clearer to the reader of the map how big everything really was. I would also include a key, which would explain what the different symbols I used meant, and it would also explain how big everything was (for example, $1\text{ cm} = 10\text{ m}$). I would also include a compass, which would tell the reader where our school was.

Response includes an explanation of the information the student would include on a map of his/her school.
Response includes some information from the article.

NECAP 2007 RELEASED ITEMS
GRADE 6 READING

SCORE POINT 2

12 Some information I would use on my map of the school is, I would make a key, or legend, explaining what the symbols on my map mean. I would also include a compass rose. I would label key points of my school, like the office, or the library. I would show the gym and the lunch-room.

Response includes a partial explanation of the information the student would include on a map of his/her school. Response uses limited information from the article.

SCORE POINT 2

12 I would like to include a compass rose, a map key, symbols like stars or squares for different places like the office or bathrooms. I would also like to use a big red X to tell you where my homeroom class is.

Response includes a partial explanation of the information the student would include on a map of his/her school. Response uses limited information from the article.

NECAP 2007 RELEASED ITEMS
GRADE 6 READING

SCORE POINT 1

12

I would include all doors, all classrooms,
the playground the lunchroom, library.

Response is vague or minimal.

SCORE POINT 0

12

The maps are different
in all sorts of ways

Response is totally incorrect or irrelevant.